

I. GENERAL INFORMATION

SUPPORT FOR SECONDARY SCHOOL READING GRADES 7-12, GRANTS

- The Support for Secondary Schools Reading, Grades 7-12, Grants Program establishes a competitive grant program to foster standards-based instruction in reading for pupils enrolled in grades 7 to 12, inclusive, who are reading below grade level.
- Purposes of this grant program:
The purposes of this grant program funded by Goals 2000 are threefold: to identify successful models, programs and strategies connected to the programs/models to improve reading instruction for the target population; to develop and provide professional development and implement support activities linked to the identified, successful practice; and, as feasible, to support initial model program development and implementation.
- Professional development activities will be based upon two primary components. Applicants will first be asked to describe the processes which they will use to identify “successful strategies, programs and models for improving reading instruction for pupils enrolled in grades 7 to 12, inclusive who are reading below grade level.” Subsequently, applicants will be asked to describe proposed professional development activities using the identified, successful programs, models, and connected strategies as a foundation so that a link between successful practice and professional development is established.
- Awards will be made to a single County Office of Education within each of the eleven regions ascribed by the California County Superintendents Educational Services Association.
A grantee may apply alone or as a lead agency for a consortium of County Offices of Education within a specified region. A consortium member may not also apply independently for these funds.
- Funds may be spent on (1) identifying successful models, programs and strategies targeted for struggling readers in grades 7 - 12, (2) providing professional development based upon identified successful models, programs and strategies for the target population, or (3) on technical assistance for initial model program development and implementation.
- Grantees/regional leads will directly coordinate and administer activities in their region. They may also hire staff to carry out grant program activities; directly fund grant activities in districts, counties, colleges, and universities; or enter into interagency agreements or memoranda of understanding, as appropriate. As with 1997 – 1999 Preservice Reading Partnership Grants, regions will not conduct a competitive application process within the region, nor will they issue subgrants.

- The funding for this grant will be made on a regional allocation basis, using the region's 7 – 12 CBEDS student enrollment for fall of 1998 (See page 5 of the application for regional allocations). The state approved indirect cost rate may be claimed by the grantee/regional lead agency.
- The budget narrative justification should be used to explain the calculations that led to the figures in the budget summary. Funds to support attendance of a team of people at two statewide meetings should be included in the application. Please see "Conditions" included in these materials for information on the funding cycle and expenditure reports.
- The local county office governing board must certify that the statutory requirements outlined in Attachments 1 and 2 of the application materials will be met. In the case of a consortium, all participants' local governing boards must also certify.
- In the event that the grantee plans to establish a model program, description should be provided in the budget summary and narrative explaining augmentation with additional funds available from other local, state and federal sources.
- **APPLICATIONS MUST BE POSTMARKED OR DELIVERED BY:
5:00 p.m. on Wednesday, April 12, 2000.**

Support for Secondary Schools Reading Budget Language

Local Assistance:

6110-142-0890 For local assistance, Department of Education, Goals 2000, payable from the Federal Trust Fund . . .

Schedule:

b) 20.60.190 – Support for Secondary Schools Reading \$5,000,000

The funds appropriated in Schedule (b) shall be used for a competitive grant program administered by the State Department of Education that allows local education agencies or consortia of local education agencies to apply for funds to provide professional development that includes coaching and other classroom support to school districts. Applicants are encouraged to collaborate with institutions of higher education in the development and delivery of professional development programs. The professional development shall address successful strategies, programs, and models for improving reading instruction for pupils enrolled in grades 7 to 12, inclusive, who are reading below grade level. If legislation is enacted during the 1999-2000 Regular Session, becomes operative on or before January 1, 2000 and is consistent with this provision, these funds shall be allocated for the purpose of funding that legislation.

<p align="center">2000 – 2001 SUPPORT FOR SECONDARY SCHOOLS READING GRADES 7-12, GRANTS</p>
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FUNDING AVAILABLE BY REGION

Please note that grant amounts are flexible, but may not exceed the regional allocation amounts. Awards may be negotiated following selection of the most qualified candidates.

Region Number	Region Description	Maximum Regional Allocation
1	<u>North Coast</u> (Del Norte, Humboldt, Lake, Mendocino, Sonoma)	\$114,525.20
2	<u>Northeastern</u> (Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity)	\$111,159.30
3	<u>Capital</u> (Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba)	\$327,472.98
4	<u>Bay</u> (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano)	\$556,789.16
5	<u>Central Coast/South Bay</u> (Monterey, San Benito, Santa Clara, Santa Cruz)	\$317,560.32
6	<u>Delta Sierra</u> (Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne)	\$203,883.98
7	<u>Central Valley</u> (Fresno, Kings, Madera, Mariposa, Merced, Tulare)	\$314,714.24
8	<u>Costa del Sol</u> (Kern, San Luis Obispo, Santa Barbara, Ventura)	\$331,358.32
9	<u>Southern</u> (Imperial, Orange, San Diego)	\$833,615.92
10	<u>RIMS</u> (Inyo, Mono, Riverside, San Bernardino)	\$569,321.80
11	<u>Los Angeles</u> (Los Angeles)	\$1,319,598.30

II. CONDITIONS

SUPPORT FOR SECONDARY SCHOOLS READING, GRADES 7-12, GRANTS

Applications

- Support for Secondary School Reading, Grades 7 – 12, Grants ARE DUE **April 12, 2000**. One (1) signed original and three (3) copies must be delivered to the Reading and Mathematics Policy and Leadership Office or U.S. postmarked by **5:00 p.m. on Wednesday, April 12, 2000**. Incomplete or late applications may be considered non-responsive and may not be reviewed for funding. Applicants are advised to use express, certified, or registered mail. Transmission by electronic mail or fax is not acceptable.
- Completed applications must include:
 - 1) an application cover page;
 - 2) program description;
 - 3) budget summary;
 - 4) budget summary narrative/justification;
 - 5) local governing board certifications (Attachment 1); and
 - 6) workplace requirement certifications (Attachment 2)

The lead agency of a consortium of county offices must submit one budget for all of the participating county offices. However, a consortium application must include a local governing board certification and the Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements for each participating member of the county office consortium. If applying as a consortium, all participating county offices must be listed on the Application Cover Page.

- The application should be single-spaced, in at least a 12-point font, with one-inch margins all around. Each page of the application should be numbered consecutively.
- The envelope containing the **original** application and all **three (3) copies** must be clearly labeled on the outside with the application title (i.e., Support for Secondary Schools Reading, Grades 7-12, Grants).
- The California Department of Education reserves the right to reject any or all applications and may waive any immaterial deviation in any application. The State's waiver of any immaterial deviations shall not excuse the applicant from full compliance with the grant terms if a grant is awarded.
- The period of the grant award shall be **May 15, 2000 to July 31, 2001**. The list of awardees will appear on the CDE website on May 15, 2000.

Professional Development

- These grant funds may be expended only for the purpose of identifying successful programs, models and strategies connected to the programs/models for improving reading instruction for pupils enrolled in grades 7 to 12, inclusive, who are reading below grade level, and subsequently to develop and deliver professional development or implement support activities linked to the identified successful practice. In this manner, a direct connection between successful practice and professional development is established. Professional development will be available to teachers who provide direct instruction to pupils in grades 7-12, inclusive, and to their district and schoolsite administrators who are interested in establishing and maintaining middle and high school reading programs.
- It is expected that, to the extent feasible, the applicant will make professional development available to all school districts within the region.
- Professional development provided with Goals 2000 funds must be made available to teachers and administrators in private schools located within the geographical area served by the grant recipient. However, no funds from this grant may be used to provide stipends or to offset specific costs accrued by private school personnel.
- A team of at least two people from each region must attend two statewide meetings tentatively scheduled for May 2000 and August 2001.

Process

- Applications will be read and scored using a competitive, peer-review process. Applications will be scored based upon the adequacy and thoroughness of their response to the criteria identified in the Application Information beginning on page 7.
- Each application will be independently read and scored by two readers. Points will be totaled and averaged. If there is a wide disparity between the readers' scores, an additional reading will be required by a third reader. The two closest scores of the three will be averaged to arrive at the score to be used for the rating.
- Any areas of an application not meeting minimum standards based upon the specified criteria will be noted and the applicant will have the opportunity to make revisions after scoring and prior to approval of funding.

Records Maintenance

- The grantee shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that they shall be kept available by the grantee during the grant period and thereafter for five years from the date of final payment. The California Department of Education must be permitted to audit, review, and inspect successful applicants' activities, books, documents, papers, and records during progress of the work and for five years following final payment.

Expenditure Reports

- Grant recipients shall provide a midyear expenditure report by January 31, 2001.
- Funds shall be obligated on or before July 15, 2001 and fully expended by July 31, 2001.
- Grant recipients shall provide the following final reports:
 - A final expenditure report, due by August 15, 2001, that describes the expenditures in relation to the activities and work that has been done. Any funds not expended appropriately must be returned.
 - A final report, due by August 15, 2001, which includes quantitative evaluation data (such as the exact number of teachers, grades 7 – 12 and administrators who received professional development and the number of certificated 7 – 12 employees receiving follow-up classroom coaching) and qualitative information (such as a summary description of grant program activities and a description of ongoing activities as a result of the grant program).
 - A copy of work products developed through the grant such as a process guide for identifying successful models, programs and connected strategies for the target population; guides used in the professional development programs with feedback data from participants; assessment tools for the effectiveness of the professional development, etc.
- In addition to CDE reporting requirements, grant recipients shall evaluate, for their own purposes, the professional development process supported by this grant and its quality in meeting local needs. It is recommended that applicants reference Chapter 6 of the California Reading/Language Arts Framework for examples of progress monitoring.

III. QUALITY CRITERIA

SUPPORT FOR SECONDARY SCHOOLS READING, GRADES 7-12, GRANTS

Applications are limited to a maximum of fifteen (15) single-spaced pages (using at least a 12-point font) exclusive of Attachments 1 & 2. Consortium applications have the same length limit, but additional certifications are required (see below). The following components must be included:

Application Cover Page (Application page 1) Applicants should identify the Contact Person who will be directly responsible for administering the program and who will serve as the liaison with the CDE/Reading and Mathematics Policy and Leadership Office.

Program Description – 85 points (Application pages 2 through 11; maximum 10 pages)

Applicants should summarize their planned reading professional development program for grades 7-12 teachers and schoolsite and district administrators. Describe how this grant will be used to provide teachers and administrators with reading content knowledge and instructional strategies that will foster improved reading instruction for pupils enrolled in grades 7 - 12, inclusive, who are reading below grade level. In developing the program description, applicants are advised to refer to Chapter 4 of the California Reading/Language Arts Framework for guidelines about strategic interventions for struggling readers at the upper grades.

The program description should cover the areas listed below:

- 1) Identification of Successful Programs, Model and/or Strategies for Improving Reading Instruction for Pupils Enrolled in Grades 7 - 12, Inclusive Who Are Reading Below Grade Level And Linkage to the Professional Development Program (25 of 85 points)

Briefly describe the process(es) you will use to identify successful programs, models and/or strategies for improving reading instruction for pupils enrolled in grades 7 - 12, inclusive, who are reading below grade level.

Criteria for Successful Programs (25 points)

Describe the criteria and multiple measures you will use for determining the success of programs, models and strategies connected to the programs/models for improving reading instruction for the target population. Address the needs of English Learners and non-standard English speakers and students with disabilities as part of the criteria.

Additional criteria for determining success, or documented effectiveness, may include, but not be limited to, items listed below. Address those which apply.

- Student performance indicators
 - a) Standardized test scores
 - b) Criterion referenced assessments (include a description of specific assessments)
 - c) Progress on district established benchmarks towards standards
 - d) Grades
- Data-based evidence that promising programs, models or strategies actually work and conditions under which they could be replicated.
- Explain how the identified program/model addresses reading as a complex and multifaceted task which includes both specific decoding and comprehension skills as referenced in Chapter 2 of California Reading/Language Arts Framework.

Linkage (5 bonus points) – Optional Section

If you have already identified successful models, programs, and strategies, describe a minimum of three successful programs, models and/or strategies which will be used as a basis for the design of the professional development or initial model program development provided for by grant funds in terms of the criteria/multiple measures described above.

2) Proposed Professional Development Plan (25 of 85 Points)

Describe your overall plans for reading professional development and how funds will be used.

- a) Describe the structure, or delivery system, that will be used to provided professional development to grades 7 – 12 teachers and district and site administrators in your region.
- b) Describe what the professional development will look like, which may include but not be limited to option(s) listed below:

Professional Development:

- Training Sessions:
 - Who will be trained and how many, how often
 - Length of sessions
 - Session content (awareness or intensive)
 - Describe how the training addresses issues related to program implementation difficulties at the 7 – 12 level due to the departmentalized structure of middle and secondary schools. (e.g. scheduling of classes, student-teacher ratio, lack of enough instructional time, and the need for various levels and types of programs in accordance with students' identified needs)
 - Regularly scheduled follow-up
- Access to or establishment of model programs or classrooms with could serve as demonstration projects

- Coaching support system
 - Summer institutes
 - Support activities for implementation of the program
- c) Provide a proposed timeline specifying when and, briefly, where the professional development will take place.
- d) Describe how the lead agency will provide coaching and other classroom support based upon the identified successful models, programs and/or strategies used as a base for the professional development. Coaching activities may include, but not be limited to, classroom observation and feedback, troubleshooting, collaborative teaching, and/or co-planning.

3) Continuing and Sustained Professional Development (15 of 85 Points)

- a) Describe how this proposed program connects or aligns with other previous and ongoing reading professional development experiences and activities in your region including, if applicable, how the SSSR grant will build upon previous grant efforts.
- b) Discuss the manner in which work products and valued learnings will be made available to other providers of 7 – 12 professional development and to individuals providing instruction in the teaching of reading in institutions of higher education.

Optional:

- b) If needed for a widely dispersed population, describe the type(s) of distance learning or specific uses of technology which will be available to provide for maximum effectiveness within a region.

4) Collaboration with Institutes of Higher Education (IHEs) (10 of 85 points)

Briefly describe the proposed collaboration efforts with institutions of higher education (IHEs). Address each of the following, as appropriate:

- a) Describe the way(s) in which IHEs will collaborate with the development of the professional development program. This may include identification of successful models, programs, and strategies for the target student population.
- b) Describe the way(s) in which IHEs will collaborate with the delivery of the professional development program and/or implementation of support activities.

5) Monitoring and Evaluation (10 of 85 points)

It is highly advisable that grant awardees evaluate program effectiveness both on a formative and summative basis. Be sure to address the following:

a) Formative Evaluation

Describe how the implementation of training will be monitored to ensure a positive impact. It is recommended that applicants reference Chapter 6 of the California Reading/Language Arts Framework for examples of progress monitoring.

b) Summative Evaluation

Describe the criteria you will use for determining the success of the professional development provided with these funds. It is recommended that the grantee have a local procedure for the evaluation of the effectiveness of the professional development on promoting, developing and establishing reading programs in grades 7 – 12.

Budget – 15 points (Application pages 12 through 14; maximum 3 pages)

Applicants must complete the Budget Summary form (attached) and provide a Budget Summary Narrative (two-page maximum).

1) Budget Summary (1 page)

Using the available funding for your region as the maximum total expenditure of grant funds possible, complete the Budget Summary Form indicating the proposed grant expenditures and other resources to be used for this project. The object code numbers for both SACS and Pre-SACS are identified along with object code descriptions. Indicate by checking the appropriate box, which of these codes is being used.

2) Budget Summary Narrative/Justification (Maximum 2 pages)

Describe the resources that will be used to support the program. Show all calculations used to determine line item expenditures. Note that use of other resources and in-kind contributions is not required for this grant program. However, if a region chooses to implement a model program necessitating augmentation with other federal, state or local funds, please describe how the outside resources will be integrated with grant funds to support the program.

Attachment 1. Local Governing Board Certification (Application page 15; 1 page)

Applicants must submit a signed certification form using Attachment 1. A lead county office for a consortium must submit a signed certification for each participating county office. If applying as a consortium, all participating county offices must be listed on the Application Cover Page.

Attachment 2. Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements (Application pages 16 – 17; 2 pages)

Applicants must submit a signed certification form using Attachment 2. A county office consortium must submit a signed certification for each participating county office.

Scoring – 100 Total Points

The program description and budget sections are read and scored for a combined total of 100 possible points.

